

Bricknell Primary School

Religious Education Curriculum Overview



THE
CONSTELLATION
TRUST



Aspiration

Knowledge

Achievement

Contents

The Curriculum – our approach	3
A Broad and Balanced Curriculum	6
Key Concepts	7
Key Concepts Year Group Mapping	9
Knowledge and Skills Sequencing	10
Key Concept Unit Mapping	12
Second Order Concepts	15



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Knowledge

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Intent:

The curriculum is built on the foundations of success. We believe all children should be aspirational, knowledgeable and should achieve their goals. This is the model our curriculum builds from

Aspiration

- An Aspiration Curriculum at the heart of every lesson.
- Building life skills to succeed outside the world of education.
- Real life examples and experiences in local contexts and in the wider world.
- Working with local colleges and building links.
- Community outreach opportunities.

Knowledge

- High quality teaching at the heart.
- Progressive curriculum mapping.
- Carefully timetabled broad and balanced curriculum.
- Carefully researched and implemented curriculum.
- Subject specific pedagogy.

Achievement

- Ambitious curriculum outcomes.
- Assessability for all.
- Identification and facilitation of pupil's passions and love for a subject.
- Achievement beyond the classroom and into further education demonstrating a love for learning.
- Extensive extra-curricular offer.



Aspiration

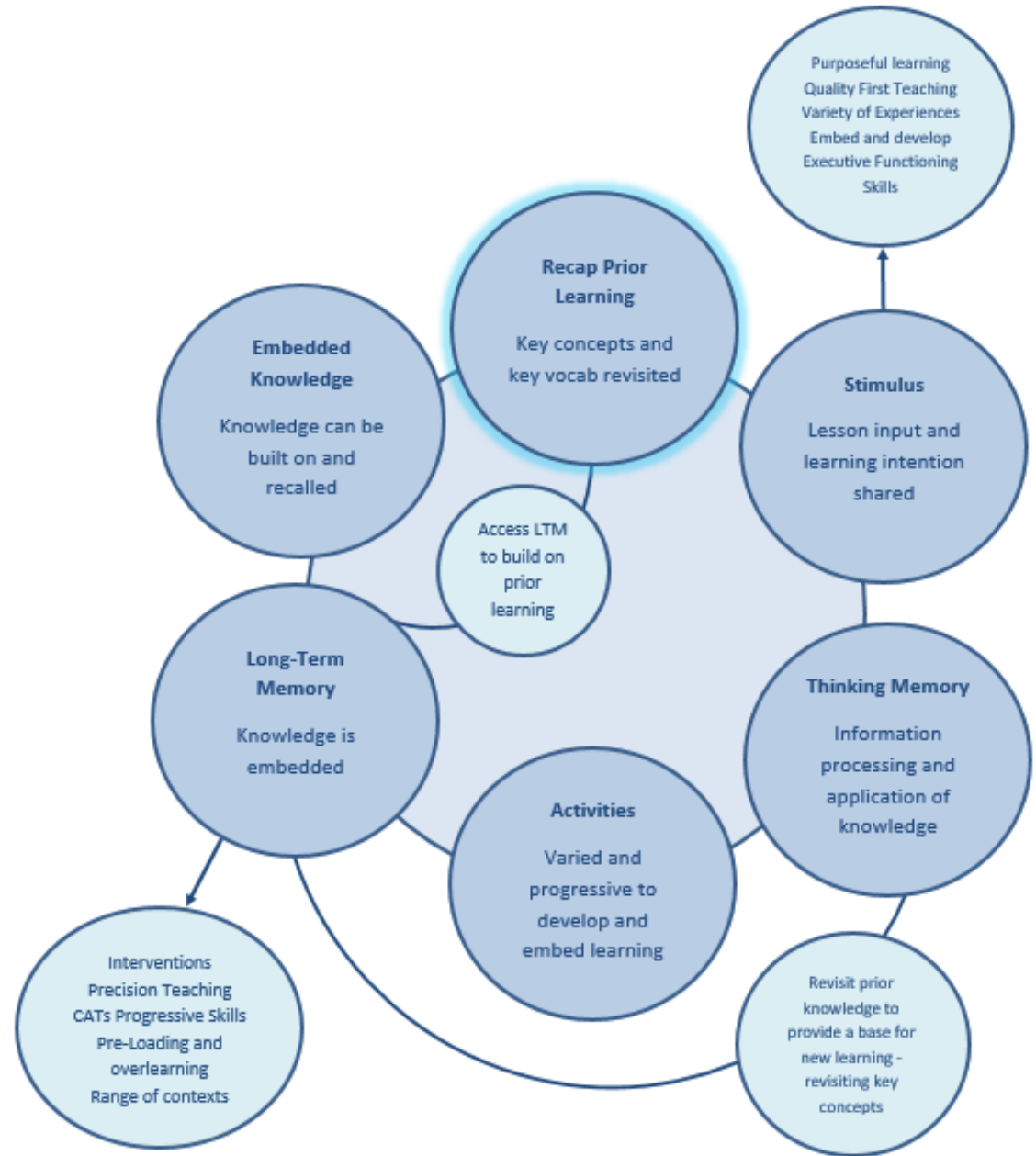
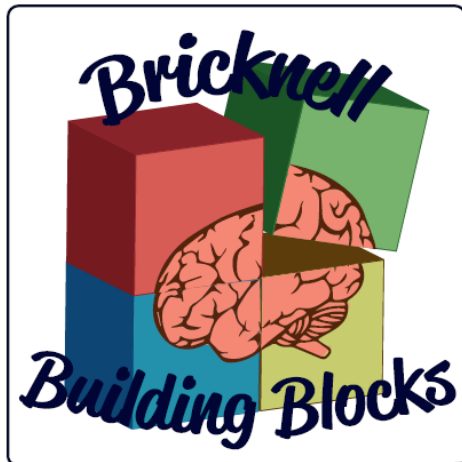
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Bricknell's Working Memory Model

With the collation of all this extensive research, we have generated a 'Working Memory Model' which enables teachers to ensure that learning is robust and that all pupils are using their interconnected schema to their full potential.

At the core of our model is the retrieval of prior knowledge. Therefore, all lessons at Bricknell Primary School start with Bricknell's Building Blocks; the foundations to learning.



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A Broad and Balanced Curriculum

Hours per day	4.25
Hours per week	21.25
Hours per year	828.75

Curriculum area	Hours per year	Total hours
English		
Reading	78	195
Writing	117	
Maths		
Maths	195	195
Computer Science		
Science	78	117
Computing	39	
Humanities		
RE	39	75
History	18	
Geography	18	
Creative		
Art	18	54
Design Technology	18	
Music	18	
Additional		
Physical Education	78	156
PSHE	39	
MFL	39	

Additional timetabled hours		
Enterprise Week	10	20
Transition Week	10	

At Bricknell, we want to ensure that we celebrate the talents of all pupils and provide everyone with opportunities to shine. Therefore, we have calculated the number of teaching hours available and have ensured that all pupils receive a broad and balanced curriculum at Key Stage 2.

To prepare our pupils for the digital world beyond the classroom and to enable their communication skills, upskilling them across all areas of the curriculum, we have allocated 39 hours a year to the computing curriculum. This can be cross curricular across all subjects and does not need to be taught each week.

Reading, Writing and Maths are taught daily.
Science Physical Education, PSHE, RE and MFL are required to be taught weekly.

These are highlighted in blue

History, Geography, Art, Design Technology and Music all have equal weighting with 18 hours a year broken down to 3 half-termly blocks.

Year 4 offer a wider opportunities musical programme to the children therefore music has an increased weighting of 39 hours and to compensate, computing has a reduced weighting of 18 hours

- Art and Design Technology will each have 3 half term blocks. These will be taught alternatively to support staff workload.
- Music will have 3 half-termly blocks which will be taught at the same time across the whole school.
- Computing, History and Geography can remain blocked (in line with MTP)
- In addition to the teaching hours, pupils at Bricknell Primary School also receive a minimum of 400 minutes (6 hours, 40 minutes) of Opal Play a week.



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Key Concepts

Through collaboration with subject leaders and subject specialists across our secondary schools, each subject has identified key concepts (big ideas) for their subject. These key concepts are the skills and knowledge essential to pupils achieving and exceeding expected standards in that specific subject. Key concepts are subject specific and build progressively as pupils move through the school. When pupils encounter a key concept, they will revisit other topics where they learnt about the same concept to enable them to make connections between different learning and build the schema they need.

Below is a summary of the key concepts for Religious Education.

Religious Education		
		
Theology	Philosophy	Social Sciences



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Key concepts (Big Ideas) in RELIGIOUS EDUCATION

*The school follows the locally agreed syllabus for Religious Education. Young people are growing up in a world where there is increasing awareness of the diversity of religious and other worldviews and the impact this diversity can have on individuals and society. Learning about religion and worldviews contributes dynamically to young people's education by provoking **challenging questions** about meaning and purpose in life, beliefs about God, issues of right and wrong and what it means to be human.*

In RE, young people learn about religion and worldviews in local, national and global contexts, to discover, explore, consider and interpret different responses to life's big questions. Studying religion and worldviews gives opportunity to develop knowledge and understanding of important aspects of human experience.

The curriculum for RE aims to ensure that all pupils develop religious literacy through:

- Knowing about and understanding a range of religions and worldviews, learning to see these through the disciplines of **Theology**, **Philosophy** and **Social Sciences**
- Expressing ideas and insights about the nature, significance and impact of religion and worldviews through a multidisciplinary approach whilst engaging critically with them
- Gaining and deploying skills taken from the disciplines of **Theology**, **Philosophy** and **Social Sciences** to enhance learning about religions and different worldviews

Pupils will have a broad, inclusive Religious Education, including studies of religious communities and non-religious worldviews.

At all key stages more time will be spent on **Christianity** than on any other individual religion or worldview 'to reflect the fact that the religious traditions in Great Britain are in the main Christian' (Education Act 1988). **Principal religions** represented in Great Britain are usually regarded as: **Buddhism, Islam, Judaism, Sanatana Dharma (Hinduism), Sikhi**

Theology



Theology is about believing, asking questions about the concept and nature of god, where beliefs come from and about sources of authority and influence. Pupils will be given opportunities to think about the beliefs and concepts underpinning different faiths, and where those beliefs come from. Consideration will be given to how beliefs may have changed over time, and are similar and different both within a faith and across different faiths. In addition, it considers how these beliefs and concepts provide a framework for understanding life, the universe and everything

Philosophy



Philosophy is about thinking, asking questions about morality and ethics, about the nature of reality and what it means to be human. Using philosophy helps pupils to understand how and why people do certain things and how to live a good life. Through engaging with philosophical questions and reflecting on different responses, pupils will develop their powers to reason, to engage in dialogue and discussion, to deepen understanding about belief, about truth and what is real, about what it means to be good or evil, right or wrong.

Social Sciences



Social sciences are about living, asking questions about the influence of religions and beliefs on individuals, communities, culture and how people live their lives. Using the discipline of Social Sciences to investigate the impact of religious belief and practice in different cultures and societies, pupils will develop an appreciation of the diversity of religious traditions and the way religious beliefs are expressed through, for example, the arts. They will explore personal and community rituals and celebrations in religions and other worldviews and consider the impact of these on individuals and communities.



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Religious Education Key Concepts Year Group Mapping



	Autumn	Spring	Summer
EYFS Understanding the World	In EYFS pupils are taught R.E. through the strand Understanding the World . Throughout the year pupils will be taught: Special places, times, people and books		
Year 1	Social Sciences: Belonging Theology: Advent	Theology: Worship Theology: Easter	Philosophy: What a wonderful world
Year 2	Philosophy/Theology/Social Sciences: Lead us not into temptation Social Sciences: Gift bringers	Theology/Philosophy: Believing Social Sciences: The Easter Story	Philosophy/Theology: Questions, questions
Year 3	Social Sciences/Theology: Remembering Theology: Mary	Theology: Founders of faith Theology: Celebration	Theology/Social Sciences: Sacred places
Year 4	Social Sciences: Communities Social Sciences: Light	Social Sciences: People who inspire us Social Sciences: Holy week	Philosophy/Theology: Our world
Year 5	Social Sciences: Expressions of faith Theology: The prince of peace	Theology: Faith in action Theology: Christians and their belief	Social Sciences/Theology: Pilgrimages
Year 6	Philosophy/Theology: Justice and freedom Social Sciences: Religious Christmas/ secular Christmas	Social Sciences: Living a faith Social Sciences: Gospel stories	Philosophy/Theology: Hopes and visions



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Knowledge and skills sequencing		Religious Education					
	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
<p>Theology:</p> 	<p>To explore important religious festivals such as Christmas, Harvest or Diwali.</p> <p>To discuss special events associated with a celebration, and other special days.</p> <p>To express simple meanings associated with religious artefacts.</p> <p>To ask and answer questions about religion and culture.</p> <p>To visit places of worship, showing respect; they learn what happens there.</p>	<p>Worship: To recognise which holy books are special to different religions.</p>	<p>Lead us not into temptation: To respond respectfully to people of different faiths and cultures.</p> <p>Believing: To recall and name key beliefs from different religions.</p> <p>To recognise similarities and differences between the key beliefs of different faiths.</p> <p>To suggest two examples of religious beliefs which lead into action.</p> <p>Questions, questions To describe what different religions believe about God</p>	<p>Remembering: To explain the link between the rituals associated with celebrations and the stories behind them.</p> <p>Founders of faith: To recognise the key events in the lives of some faith founders and the impact they made.</p> <p>To describe and make links between the teachings of faith founders.</p> <p>Sacred places: To recognise what makes a place sacred and suggest reasons why.</p>	<p>Our world: To describe what different religions say about the attributes of God.</p>	<p>Faith in Action: To identify the origins and make connections between the different faith teachings.</p> <p>To give a considered response to the challenges of following a faith.</p> <p>Pilgrimages: To describe and show understanding of actions carried out by a pilgrim.</p>	<p>Justice and Freedom: To discuss barriers to reconciliation and harmony and the power of forgiveness.</p> <p>Hopes and visions: To explain and give examples of how people of different faiths respond to the question 'Who is god?'</p>
<p>Philosophy:</p> 	<p>To learn about the differences between right and wrong through stories.</p>	<p>What a wonderful world: To recall Christian/Jewish beliefs about God and creation stories, adding some details.</p> <p>To retell a creation story using relevant vocabulary and say where the story comes from.</p>	<p>Lead us not into temptation: To respond sensitively to decisions about what's right and what's wrong.</p> <p>Questions, questions: To suggest answers to Big Questions from different religious perspectives</p>		<p>Our world: To reflect and present ideas about the origin of the universe.</p> <p>To offer reasons why it is important to look after the Earth.</p>		<p>Justice and freedom: To explain hopes and dreams for a just community and a just world.</p> <p>Hopes and visions: To debate differing faith views about the purpose of life; compare different possible answers and contrast with a secular view.</p>



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Knowledge

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		To ask their own 'wondering' questions about the world Talk about ways of caring for the world					
Social Sciences 	<p>To hear stories from religious traditions as a stimulus to reflect on their own feelings and experiences and show an understanding of those of others.</p> <p>To listen to creation stories and talk about the importance of looking after the natural world.</p> <p>To meet, listen to and respond to a range of people from different religious and ethnic groups.</p> <p>To find out what matters to people of faith and no faith.</p>	<p>Belonging: To recall some of the symbols, artefacts and rules associated with belonging to a faith group.</p> <p>To recognise some similarities between faith groups.</p> <p>To talk about what it means to belong and understand the importance of a promise.</p> <p>Worship: To recall the important features of a place of worship and say how they are used.</p> <p>To say why a local place of worship is important for many people.</p>	<p>Lead us not into temptation: To recognise differences and similarities between school rules and religious rules.</p>	<p>Remembering: To compare the ways in which festivals are celebrated in the community and across the world.</p> <p>Sacred places: To discover the milestones in life for different religions and respond to the way they offer a sense of identity and belonging.</p>	<p>Communities: To explain what makes a community.</p> <p>To describe the contribution of a religious group to their community.</p> <p>People who inspire us: To explain what prompts people to commit to an ethical cause.</p> <p>To explain and give reasons why a person of faith devoted themselves to a cause.</p> <p>To give examples of altruistic actions in the community.</p>	<p>Expressions: To identify the importance of symbolism in the expression of beliefs.</p> <p>To describe different forms of worship and spiritual expression and explain where they might take place.</p> <p>Pilgrimages: To identify and explain why people may participate in a pilgrimage.</p>	<p>Living a faith: To explain and give reasons about how personal milestones engender a sense of identity.</p> <p>To discuss and give examples of how participating in rites of passage have an impact on religious communities.</p>



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Knowledge

Achievement

Religious Education – Unit mapping with Key Concepts.		
Y1 Units of learning	Essential core knowledge, skills and understanding Theology-Philosophy-Social sciences	These contribute to the following End of Key Stage statements
1.1 Belonging	To recall some of the symbols, artefacts and rules associated with belonging to a faith group. To recognise some similarities between faith groups To talk about what it means to belong and understand the importance of a promise.	<ul style="list-style-type: none"> Describe what happens at festivals, ceremonies and rituals and talk about the beliefs behind them. Tell of the ways people express identity in belonging to a faith group and show how they are similar to another faith group.
1.2 Worship	To recall the important features of a place of worship and say how they are used. To say why a local place of worship is important for many people. To recognise which holy books are special to different religions.	<ul style="list-style-type: none"> Talk about what happens in places of worship and describe how symbols and artefacts are used in each, appreciating some similarities and differences.
1.3 What a wonderful world	To recall Christian/Jewish beliefs about God and creation stories, adding some details To retell a creation story using relevant vocabulary and say where the story comes from To ask their own ‘wondering’ questions about the world To talk about ways of caring for the world	<ul style="list-style-type: none"> Retell and suggest meanings for some religious and moral stories and say how they influence people today. Consider and make responses to big questions from different worldviews.
Y2 Units of learning	Essential core knowledge, skills and understanding Theology-Philosophy-Social sciences	These contribute to the following End of Key Stage statements
2.1 Lead us not into temptation	To respond sensitively to decisions about what’s right and what’s wrong. To respond respectfully to people of different faiths and cultures. To recognise differences and similarities between school rules and religious rules.	<ul style="list-style-type: none"> Express ideas and opinions about moral questions of right and wrong. Share ideas and examples of cooperation between people who are different.
2.2 Believing	To recall and name key beliefs from different religions To recognise similarities and differences between the key beliefs of different faiths. To suggest two examples of religious beliefs which lead into action.	<ul style="list-style-type: none"> Recall different beliefs and practices, naming key words, key figures and core beliefs.
2.3 Questions, questions	To suggest answers to Big Questions from different religious perspectives To describe what different religions believe about God	<ul style="list-style-type: none"> Consider and make responses to big questions from different worldviews.



Aspiration

Knowledge

Achievement

Y3 Units of learning	Essential core knowledge, skills and understanding Theology-Philosophy-Social sciences	These contribute to the following End of Key Stage statements
3.1 Remembering	<p>To compare the ways in which festivals are celebrated in the community and across the world.</p> <p>To explain the link between the rituals associated with celebrations and the stories behind them.</p>	<ul style="list-style-type: none"> • Make connections between the beliefs that underpin different celebrations, forms of worship, pilgrimages and rituals. • Describe and show understanding of links between different sacred texts and how those faith teachings influence communities and society today.
3.2 Founders of Faith	<p>To recognise the key events in the lives of some faith founders and the impact they made.</p> <p>To describe and make links between the teachings of faith founders.</p>	<ul style="list-style-type: none"> • Express understanding of the key concepts underpinning different faiths, linking sources of authority to belief.
3.3 Sacred Places	<p>To discover the milestones in life for different religions and respond to the way they offer a sense of identity and belonging.</p> <p>To recognise what makes a place sacred and suggest reasons why.</p>	<ul style="list-style-type: none"> • Make connections between the beliefs that underpin different celebrations, forms of worship, pilgrimages and rituals.
Y4 Units of learning	Essential core knowledge, skills and understanding Theology-Philosophy-Social sciences	These contribute to the following End of Key Stage statements
4.1 Communities	<p>To explain what makes a community.</p> <p>To describe the contribution of a religious group to their community.</p>	<ul style="list-style-type: none"> • Consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all, responding thoughtfully to ideas about community, values and respect.
4.2 People who inspire us	<p>To explain what prompts people to commit to an ethical cause</p> <p>To explain and give reasons why a person of faith devoted themselves to a cause.</p> <p>To give examples of altruistic actions in the community.</p>	<ul style="list-style-type: none"> • Demonstrate understanding of how people of faith express their identity and their spirituality through symbols and actions. • Articulate the responses of different religions and non -religious worldviews to ethical questions, including ideas about what is right and wrong and what is just and fair.
4.3 Our world	<p>To reflect and present ideas about the origin of the universe</p> <p>To offer reasons why it is important to look after the Earth.</p> <p>To describe what different religions say about the attributes of God.</p>	<ul style="list-style-type: none"> • Express understanding of the key concepts underpinning different faiths, linking sources of authority to belief. • Offer some answers to ultimate questions from different religious and non-religious perspectives.



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Knowledge

Achievement

Y5 Units of learning	Essential core knowledge, skills and understanding <i>Theology-Philosophy-Social sciences</i>	These contribute to the following <i>End of Key Stage statements</i>
5.1 Expressions	<p>To identify the importance of symbolism in the expression of beliefs.</p> <p>To describe different forms of worship and spiritual expression and explain where they might take place.</p>	<ul style="list-style-type: none"> • Demonstrate understanding of how people express their identity and their spirituality through symbols and actions.
5.2 Faith in action	<p>To identify the origins and make connections between the different faith teachings.</p> <p>To give a considered response to the challenges of following a faith.</p>	<ul style="list-style-type: none"> • Express understanding of the key concepts underpinning different faiths, linking sources of authority to belief. • Describe and show understanding of links between different sacred texts and how those faith teachings influence communities and society today.
5.3 Pilgrimage	<p>To identify and explain why people may participate in a pilgrimage.</p> <p>To describe and show understanding of actions carried out by a pilgrim.</p>	<ul style="list-style-type: none"> • Make connections between the beliefs that underpin different celebrations, forms of worship, pilgrimages and rituals. • Show understanding of the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable.
Y6 Units of learning	Essential core knowledge, skills and understanding <i>Theology-Philosophy-Social sciences</i>	These contribute to the following <i>End of Key Stage statements</i>
6.1 Justice and Freedom	<p>To explain hopes and dreams for a just community and a just world.</p> <p>To discuss barriers to reconciliation and harmony and the power of forgiveness.</p>	<ul style="list-style-type: none"> • Express understanding of the key concepts underpinning different faiths, linking sources of authority to belief. • Articulate the responses of different religious and non-religious worldviews to ethical questions, including ideas about what is right and wrong and what is just and fair.
6.2 Living a Faith	<p>To explain and give reasons about how personal milestones engender a sense of identity.</p> <p>To discuss and give examples of how participating in rites of passage have an impact on religious communities.</p>	<ul style="list-style-type: none"> • Make connections between the beliefs that underpin different celebrations, forms of worship, pilgrimages, and rituals. • Demonstrate understanding of how people express their identity and their spirituality through symbols and actions.
6.3 Hopes and visions	<p>To debate differing faith views about the purpose of life; compare different possible answers and contrast with a secular view.</p> <p>To explain and give examples of how people of different faiths respond to the question 'Who is god?'</p>	<ul style="list-style-type: none"> • Offer some answers to ultimate questions from different religious and non-religious perspectives.



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Achievement

Second Order Concepts

Second order concepts are fundamental knowledge and skills which are transferable across a range of curriculum subjects. For example, we introduce pupils to the concept of ‘similarity and difference’ early in their education, developing the observational skills and language needed to make comparisons. This is developed and applied as pupils move through the school so they can confidently apply this in all areas of the curriculum by upper Key Stage Two.

A summary of the second order concepts and how they apply to Religious Education are provided in the table below.

Curriculum subject	Significance	Similarity and difference	Cause and consequence	Continuity and change	Responsibility	Communication (Oracy & Written)	Enquiry
RE	Significant people, places, events, places of worship, rituals, artefacts, books	Similarity and differences between faiths, beliefs, places of worship, rituals, artefacts, books	The impact of behaviours, attitudes, actions and language on others. Understanding morals in religious stories.	How religions and beliefs have changed over time	Understanding and respect for different faiths and beliefs	Demonstrate through use of listening and correct terminology a level of tolerance, empathy and understanding for a range of different religious beliefs, perspectives and views.	Research, visits, exploring holy buildings, meeting representatives from different faiths, taking part in rituals and events



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